

# Gender-Based Variations in Gratitude Expression: A Study within the Pakistani Context

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## ABSTRACT

**Aim of the Study:** This research paper explored the strategies Urdu speakers of Pakistan use for expressing gratitude in various situations. The goal of the present research paper is to observe, (a) the frequently used expressions of gratitude strategies in Urdu used by Pakistani students, (b) the similarities and differences in the expressions of gratitude strategies used by Pakistani male and female students.

**Methodology:** The data was collected from University of Gujrat, 100 participants (50 male and 50 female) were selected for this purpose. The Discourse completion task designed by Cheng (2005) was used as an instrument of the study. For the purpose of data analysis, the researcher used software by the name of statistical package for Social Sciences (SPSS) VERSION-21 (Evaluation Version). t-test was used to check the answers of the questions.

**Findings:** The results show that Urdu speakers preferred different strategies of gratitude for eight different situations. Significant difference was observed in the use of 'repayment' strategy on the part of male and female participants.

**Conclusion:** The study concluded that (1) frequently used expressions of gratitude strategies in Urdu used by Pakistani students; (2) similarities and differences in the gratitude strategies used by both genders of Pakistani students; in the use of gratitude strategies by Pakistani students.

**Keywords:** Gender-Based Variations, Gratitude Expression, Urdu Speaking, Pakistani Society.

## 1. INTRODUCTION

Communication is a way to convey ideas or messages. Conveying the messages in second language, demands the competence in grammar and vocabulary, and it puts emphasis on pragmatic competence too. Pragmatic competence means the production of suitable language in various situations. Sociolinguistic and illocutionary competence are considered as the components of pragmatic competence. Pragmatic as well as grammatical competence is the key elements for a person to produce appropriate language. Producing the proper language in various circumstances is key to fruitful conversation. The scientific use of language by people in order to achieve their goals in real life is known as pragmatics.

## Article History

Received:  
March 15, 2025

Revised:  
June 01, 2025

Accepted:  
June 05, 2025

Online:  
June 10, 2025

Different researchers defined Pragmatics in different ways. Crystal (1997) asserts that pragmatics can be considered as the study of language from the perspective of the speaker, especially of the options they choose, the limitation they come across while using the language in communication and its effects on other participants. Pragmatics has been divided into two constituents by Thomas (1983) and Leech (1983) that is sociolinguistics and pragmalinguistics. Pragmalinguistics deals with the expression of communicative acts and social meaning. It includes pragmatics strategies, for example, directness/indirectness, and substantial number of semantic structures that facilitate a communicative act, i.e. it incorporates linguistic structures and their separate capacities. Then again, sociopragmatic alludes to social conception that is fundamental for the understanding and execution of communicative action.

Appropriateness of an expression in social connections depends on appropriate usage of structure and meanings. Appropriate usage of meaning is related to the degree to which specific communicative capacities (instructing, complaining, and welcoming), attitudes, (politeness, formality, anger, encouragement) and thoughts are judged to be appropriate in a given circumstance. Canale (1983) is of the view that the appropriate usage of structure deals with the question that either the meanings used in specific sociolinguistic setting, meet the criterion of relevance or not.

The quality to use discourse acts appropriately can be regarded as pragmatic competence (Eisenstein and Bodman, 1986). As cited in Cutting (2002), the actions which are performed while saying something are defined as speech acts by Austin (1962). Not only the words and grammatical structures are used for the utterance of expression but acts are also performed through these utterances. Speech acts are considered as the vital parts of pragmatics. Austin (1962) cleared the term as the actions executed in the process of communication (as cited in Cutting, 2002 and Reza in 2011).

Significant value is given to Politeness in the process of using the language. Society regulates specific behaviors and norms for its members to follow. These norms or social behaviors can be understood as the rules of politeness. The behaviors that are appropriate according to those standards are polite and others are considered as impolite. So, it could be said that these standards of politeness are the basic elements of culture and they also govern the language use. So, politeness can be considered as a discourse strategy, used to uphold great relationship between the speakers.

Goffman's idea was embraced by Brown and Levinson (1987) and they described face as "the public self-image that every member wants to claim for himself/herself" (p.61). Both Goffman's and Brown and Levinson's perspectives contend that face is a sort of delineation or portrayal that individuals need for themselves as far as how others see them, and it should be set up, kept up, lost, and reconstructed in social communications. Face deals with a man's public identity and management of face means those activities intended to defend and endorse that identity. (Goffman, 1967; as cited in Holtgraves, 2014). A specific demonstration and discourse act may verifiably impact the face of the person.

Scollon and Scollon (1995) depict face as "the negotiated public image, mutually granted each other by participants in a communication event" (p.35). so, the above mentioned definition shows that the concept of face is negotiable. At the point when speakers communicate with each other, they make an image of the face to keep up for themselves and they also want the face of their communicator according to their own desires.

Politeness has also been associated with positive and negative face and the speech act theory. Positive face can be defined as a person's craving that people should like him. On the other hand, the concept of negative face can be regarded as a person's desire to do actions freely; that means freedom from imposition (Brown & Levinson 1987). The concept of Face "is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction" (Brown and Levinson 1987: 61). At the time of any correspondence or communication, there is a possible threat to positive face and negative face. Song (2012) shares that there is a threat to the Negative face whenever the interaction occurs between people having unequal connection. Meanwhile the positive face encounters threat, whenever the power is pretty much equivalent between the communicators. The face saving model

along with its two particular sides (negative and positive face) was provided by Brown and Levinson. This proposes we utilize various types of phonetic methodologies to balance the dangers to face that our discourse demonstrations may include. Politeness can be associated with the illocutionary acts of expressing gratitude, apology, request and many other sentiments. Percival and Pulford (2019) are of the view that in accordance with Politeness Theory, being courteous and grateful has a positive effect on how people view others in society.

## 2. LITERATURE REVIEW

Gratitude, compliments, refusals, apologies and invitations are the examples of speech acts. Language users frequently use the speech act of gratitude in their interpersonal relationships. Thanking or gratitude has been categorized as an illocutionary act by Eisentein and Bodman (1986). It is an act performed by the speaker as a result of an act performed by a listener in the past. The communicator has some benefit in this performed act and he shows his gratefulness by expressing gratitude.

Gratitude is the expression that is often used in our routine conversation. Gratitude can be expressed by the means of thanks, admiration or appreciation. The word gratitude has been taken from Latin “*gratia*” which means good will or gratefulness. Every culture shows different patterns of expressing gratitude. Even native language speakers feel hard while responding for a favor and having no pragmatic competence is the main culprit behind these difficulties. Hermaen and Bhutto (2020) observed the significant use of gratitude in the conversation of young adults.

Emotional attitude is expressed by the word “thank you” (Van Ek 1977) and so is the case with many other phrases, which people use in thanking others. As thanking has a social function so, learners should be taught rules in the particular language, in this way they would be able to show gratitude in an appropriate manner. Blum-kulka (1984) states that the learners should not only be able to use semantically appropriate expressions to show gratitude but also have the guts to utilize those formulas at an appropriate time.

According to Eisenstien and Bodman (1986), not only second language learners but native speakers also feel difficulty in expressing gratitude. Every one of us has to deal with friends, near ones, strangers and class mates in different situations on daily basis. So, to avoid misunderstanding and miscommunication resulting from an inappropriate use of language, there is a need of learning the appropriate use of language according to the situation or context. As Thomas (1983) pointed out that utmost significance should be given to sociolinguistic and pragmatic rules of language use for this purpose. The native speakers of most of the languages are taught the speech act of gratitude at an early age. Therefore, it is supposed that learners can effectively say *thanks* in target language.

Gender is one of many elements, which affect the use of daily language and speech act. A question may arise that whether male and females show power difference in social situations (Mills, 2003). Systematic differences have been observed in male and female’s utterances. The variation in the utterances on the part of male and female occur due to the dissimilarities in educational opportunities provided to them. Moreover, the dissimilarities in the patterns of socialization of male and female all through their childhood can also be assumed as the reason of speech differences (Spolsky, 1998).

Males and females have to perform different social roles in every society. So, the differences in their linguistic behavior are very much dependent on the society they are living in and its social construction of gender (Trudgill, 1974; Crawford, 1995). So, it could be said that pivotal part is played by situations in the selection of language in any social interaction.

Saleem et al. (2021) analyzes that differences of gratitude strategies linked with materialism on the part of both male and female Pakistani youths. Contextual variables also play an important role in forming language differences on the part of gender (Johnson and Roen 1992). Language is used in a different way by men and women. In the same way distinctive strategies are used by them to express gratitude. Consequently, the knowledge about the variation in the usage of gratitude strategies by both the genders

is necessary. the researcher attempts to find out either any variation on account of the expression of gratitude can be observed on the part of both the genders, or not.

### ***2.1 Purpose of the Study***

The current study proposes to examine the pragmatic competence of the students of UOG. Main concern of the research is to unveil the connection between circumstances, strategies and gender in Pakistani context. It examined that how Pakistani male and female students express gratitude and whether they show uniformity and variation in choosing the types of strategies or in terms of frequencies.

### ***2.2 Statement of the Problem***

Gratitude is the expression that is often used in our routine conversation. Gratitude can be expressed by the means of thanks, admiration or appreciation. Different people use different strategies while responding to a person having high social status or low social distance. Even native speakers face difficulties in replying for the favor. Gender is one of many elements, which affect the use of daily language and speech act. Consequently, it is very essential to find out how male and female produce gratitude in their talk. Same is the case; the researcher explored the gratitude techniques employed by both the genders of university students of Pakistan.

### ***2.3 Objectives of the Study***

This study consisted of the following research objectives.

1. To find out the frequently used expressions of gratitude strategies in Urdu used by Pakistani students.
2. To find out that are there similarities and differences in the expressions of gratitude strategies used by Pakistani male and female students.

### ***2.4 Research Questions***

This study consisted of the following research questions.

1. What are some frequently used expressions of gratitude strategies in Urdu used by Pakistani students?
2. What are the similarities and differences in the gratitude strategies used by Pakistani male and female students?

### ***2.5 Significance of the study***

The essential point of the current research was to highlight the contrasts between the utilization of expression by male and female speakers by concentrating on the correspondence of gratitude. The fundamental experimental value of the study was that the procedures Pakistani students use for passing on gratitude in the district of Punjab, was identified for the first time. The study is expected to make a significant commitment to knowledge by improving the developing genre of Pragmatics research, particularly that which is framed in terms of speech act theory. The investigation was done on the use of gratitude strategies by Urdu speakers. The specific study casted new light on the Sociopragmatic and Pragmalinguistic aspects of the pragmatic competence of local speakers of Urdu, in a way which can possibly give the ground to better educating and learning materials and procedures, intended to decrease the danger of miscommunication.

The study endeavored to find relations between the observations about and the execution of the linguistic communication of gratitude. This study offered an awareness of the thought patterns or cognitive styles of the participants. The study illumined us about what the participants believe, and what they may do, and what the causal association between their convictions and their communicative actions is.

Expression of gratitude is specifically noteworthy as a part of the speakers' pragmatic gamut, as it is particularly common communicative act, playing an indispensable role in upholding positive relationship. As Coulmas (1981) says that the communication of gratitude is expected to be encountered in an extensive range of situations. Exploring who communicates gratitude to whom, how and in what social settings will enhance our comprehension of individuals' way of life, social values, and additionally the capacities and implications of these linguistics activities in a given community.

This study is expected to be of an inordinate value for the applied linguistics field. It will be an advantage for the educators and administrators as its discoveries will empower and rouse them to upgrade their current educational module and grow new instructional arrangements and educational module considering what is new in exploration.

## ***2.6 Delimitations of the Study***

The study has few limitations. First, the data was collected from Pakistani University students. Secondly, the data was collected from the University in the province of Punjab. Thirdly, Students from only one (1) Public Sector University, were chosen for this study. The data was collected from the students of graduation of University of Gujrat (UOG).

## **3. RESEARCH METHODOLOGY**

The quantitative approach was adopted in the current research. The data was collected from the Pakistani university students, for this purpose both male and female students of University of Gujrat were asked to participate in the survey. Purposive sampling technique was used for this purpose. Only the graduation level students were asked to participate. All the participants were guaranteed that the responses given by them will only be used for the purpose of research and they will not be disclosed to anyone and only be used for research purpose. Discourse Completion Task (DCT) was employed as a tool for the study. This DCT was adopted from Cheng (2005) and the differences and similarities in the responses of the participants were coded by keeping Cheng's taxonomy in view. All the collected data was analyzed through SPSS-21.

This chapter contains the explanation of population and sample. It provides information about the tool for data collection. Coding scheme is also provided for the purpose of data analysis. Following procedure was implemented for the research work.

### ***3.1 Population and Sample***

The target population of the study was Pakistani male and female students. The accessible population was male and female students of University of Gujrat. Non-random, purposive and convenient sampling techniques were used. Because Fraenkel, Wallen and Hyun (2012) states that "Purposive sampling is a sampling in which researchers simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they used" (p.100). Moreover, Sevilla et al (in Tejero 2006) says that in purposive or deliberate sampling, "A criteria or purpose becomes the basis for identifying the respondents" (p.46). The data was collected from 50 male and 50 female graduate students of University of Gujrat (UOG). The age of the participants ranged from 19 to 25 years. Urdu is the native language all the participants.

### ***3.2 Instrumentation***

The Discourse Completion Task (DCT) is regarded as the most widely used tool for data collection in pragmatic research. It was initially used by Blum-Kulka (1982) to examine the realization of speech acts. The DCT is the tool that asks participants to react to various real-life scenarios as they would in real life.

For the study, Cheng's (2005) Discourse Completion Task (DCT) was used. Since Urdu is the participants' native tongue, this DCT was translated into that language. The DCT of eight distinct scenarios that differ based on social distance and status. As indicated in Appendix-A, the data was

gathered using DCT. The eight paragraphs that make up the DCT describe various real-life scenarios. Following each paragraph, the participants were asked to fill in the blanks with their answers.

**Table 1:** *Description of situations in DCT.*

Situations	Description
1	Borrowing class notes
2	Time extension for book
3	Scholarship recommendation
4	Shifting
5	Paper extension
6	Computer repairing
7	Recommendation letter
8	Scattered notes

The table 1 helps us in understanding the situations present in DCT. Participants were asked to respond to these situations in the same way as they would in a real life situation.

### 3.3 Data Analysis Procedures

The data was initially collected and categorized according to Cheng’s taxonomy and then it was analyzed according to the gender of the participants. First of all, the gratitude strategies were identified in the provided utterances. The responses of the participants were coded according to the coding scheme. It consisted of 8 situations for expression of gratitude. For the purpose of data analysis, the researcher used software named statistical package for Social Sciences (SPSS) VERSION-21 (Evaluation Version). t-test was used to check the answers of the questions. With the help of this test, the researcher drew a comparison of mean scores of the responses of male and female participants to detect the differences. Gay (2009) states that t-test is practiced to capture the fact that at a targeted probability level, whether two groups of score are notably different. Gay is of the view that the independent sample t-test is an important parametric test to explain whether there is a remarkable difference in the means of two independent sample or not. Cheng’s (2005) is given as follows.

**Table 2:** *Description of strategies.*

Strategies	Description
1. Thanking	<ul style="list-style-type: none"> <li>a. thanking comprising simple thanking by only using the word 'thank you'</li> <li>b. thanking by stating the favor (thank you for your help, and thank you for your notice)</li> <li>c. thanking and mentioning the imposition caused by the favor (Thank you for helping me cleaning the room)</li> </ul>
2. Appreciation	<ul style="list-style-type: none"> <li>a. Using the word appreciate (e.g. I appreciate it!)</li> <li>b. Using the word “appreciate” and mentioning the imposition caused by the favor (e.g. I appreciate the time you spent for me).</li> </ul>
3. Repayment	<ul style="list-style-type: none"> <li>a. offering services, food...(next time is my turn)</li> <li>b. feeling indebted (<i>I owe you one</i>) Promising future self-improvement.</li> </ul>
4. Recognition of imposition	<ul style="list-style-type: none"> <li>a. by acknowledging the imposition (exemplify statements such as I know you are not allowed to give me extra time)</li> <li>b. Stating or diminishing the need for the favor (you shouldn’t do that).</li> </ul>

5. Apology	a. using the apologizer words ( <i>I am sorry</i> ) b. using apology by stating the favor ( <i>I am sorry for the problem I made</i> )
6. Positive feelings	c. expressing embarrassment ( <i>I feel embarrassed</i> ). a. expressing positive reaction to a person ( <i>You are a life saver</i> ) b. Expressing positive feeling to action (such as <i>this book was really helpful</i> ).
7. Others	Expressions that do not belong to the mentioned strategies are categorized as other strategies comprising: a. here statements ( <i>here you are</i> ) b. small talk c. leave taking ( <i>good bye, have a nice day</i> ) d. Joking.
8. Alerters	By using titles and names, attention getter in addition to the other strategies forms the alerter strategy.

#### 4. DATA ANALYSIS

The current section pours light on the outcomes of the study. The results were organized by keeping an eye on the research questions. Initially, the ways that male and female participants used gratitude techniques were compared and contrasted. The results of a t-test were calculated regarding the use of gratitude strategies by gender. The effects of social variables such as social status and social distance were also calculated and presented in the form of frequencies.

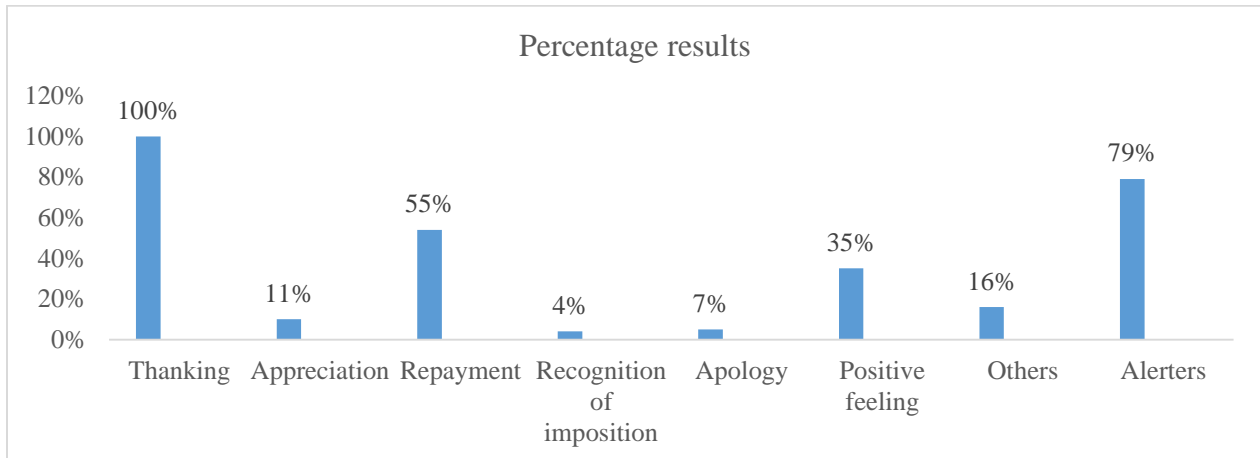
**Research question no.1** Are there some frequently used expressions of gratitude strategies in Urdu used by Pakistani students?

**Table 3:** *Frequencies of strategies.*

Sr.	Strategies	Frequency
1	Thanking	100
2	Appreciation	11
3	Repayment	55
4	Recognition of imposition	04
5	Apology	07
6	Positive feelings	35
7	Others	16
8	Alerter	79

Table 3 shows the frequencies of responses given by both male and female respondents. This table gives the overall view of the gratitude strategies used by the graduate students of UOG. This frequency table enables us to find the answer of first research question (R.Q.1). As shown above the strategy of 'Thanking' was used by all the respondents (f=100). 'Alerter' strategy was also one of the frequently used strategies with the frequency of 79. 'Repayment' was also used by most of the respondents showing the frequency of 55. The strategies of 'Positive feelings', 'others' and 'Appreciation' were used by 35, 16 and 11 respondents respectively. Among all the strategies, 'Recognition of imposition' and 'Apology' were the least used strategies with the frequencies of 4 and 7 respectively. As shown in figure 1.

**Figure 1:** Percentage results of the strategies.



As shown in figure 1 the strategies of ‘thanking’ and ‘alerter’ were most frequently used by the respondents (100% and 79%). The strategy of ‘repayment’ was utilized by 55% of the respondents. ‘Positive feelings’ was used by 35% of respondents. The strategies of ‘others’ and ‘appreciation’ were expressed by 16 and 11% of the respondents respectively. Whereas, ‘recognition of imposition’ and ‘apology’ were the least expressed strategies with the percentage of 4 and 7 respectively.

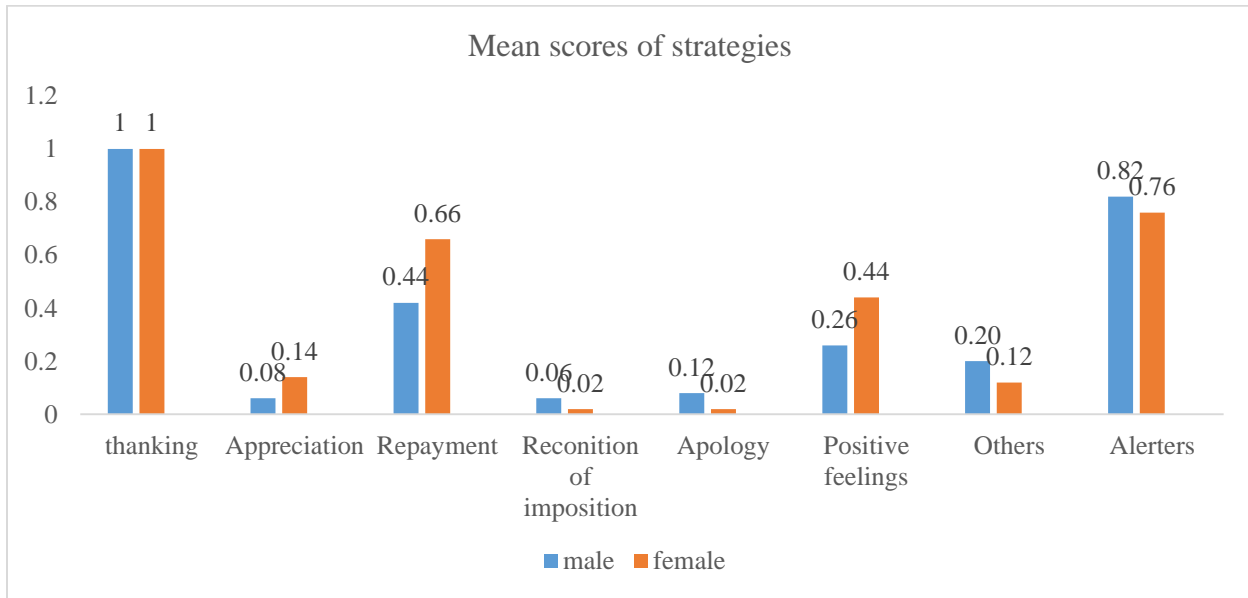
**Research question. 2** Are there similarities and variations in the gratitude techniques used by Pakistani male and female students?

**Table 4:** Differences and similarities in the expression of gratitude strategies.

Strategies	Male (mean)	Female(mean)	t-test value	P- value
Thanking	1.00	1.00	-	-
Appreciation	.08	.14	-.954	.343
Repayment	.44	.66	-2.244	.027
Recognition of imposition	.06	.02	1.016	.312
Apology	.12	.02	1.978	.051
Positive feelings	.26	.44	-1.902	.060
Others	.20	.12	1.087	.280
Alerters	.82	.76	.731	.466

The table 4 exhibits the differences and similarities in the expression of gratitude strategies, in accordance with the mean scores, t-test values and p-value. The strategy of ‘thanking’ shows that it was equally utilized by the male and female participants with the mean score (mean= 1.00). As, this strategy was used by all participants, so, its t-test and p-value cannot be computed. The second strategy ‘appreciation’ displayed (mean male=.08, mean female= .14). Its t-test value is -.954 and the p-value is 0.343>0.05. The mean scores of the third strategy ‘repayment’ are (mean male=.44, mean female=.66). Its t-test value is -2.244 and p-value is 0.027<0.05. The fourth strategy of gratitude ‘recognition of imposition’ shows (mean male= .06, mean female= .02) and t-test value=1.016 and p-value is 0.312>0.05. The mean scores of fifth strategy ‘apology’ demonstrates (mean male= 0.12, mean female= .02). Its t-test value is 1.978 and the p-value is 0.05=0.05. The mean scores of sixth strategy ‘positive feelings’ are (mean male= 0.26, mean female= 0.44). its t-test value= -1.902 and p-value is 0.06>0.005. The mean scores of seventh strategy ‘others’ are (mean male=0.20, mean female=0.12). Its t-test value= 1.087 and p-value is 0.28>0.05. The last gratitude strategy ‘Alerters’ show the mean scores (mean male=.82, mean female=.76). Its t-test value is .731 and p-value is 0.466>0.05. As shown in figure 2.

**Figure 2:** Differences and similarities in the use of strategies.



The figure 2 clarifies the scenario and presents the description of mean score of the strategies used by male and female participants. The strategy of ‘thanking’ is similarly and equally utilized by both male and female respondents. ‘Appreciation’ was more frequently employed by female participants as compared to male ( $m=0.08$ ,  $f=0.14$ ). ‘Repayment’ was also more frequently utilized by female participants as compared with male ( $m=0.44$ ,  $f=0.66$ ). The strategy of ‘recognition of imposition’ was more employed by male respondents as compared to female ( $m=0.06$ ,  $f=0.02$ ). The strategy of ‘apology’ was more frequently employed by male as compared to female ( $m=0.12$ ,  $f=0.02$ ). ‘Positive feelings’ was the strategy, more applied by female as compared to male ( $m=0.26$ ,  $f=0.44$ ). Male students showed more response towards the strategy of ‘others’ ( $m=0.20$ ,  $f=0.12$ ). ‘Alerter’ was the second most expressed strategy by both male and female ( $m=0.82$ ,  $f=0.76$ ).

## 5. CONCLUSION

The things which are discussed in this chapter comprise of: (1) frequently used expressions of gratitude strategies in Urdu used by Pakistani students; (2) similarities and differences in the gratitude strategies used by Pakistani male and female students; in the use of gratitude strategies by Pakistani students.

### 5.1 Frequently used expressions of gratitude

The gratitude strategy of ‘thanking’ was mostly utilized by the participants. The second preferred strategy by the respondents was ‘alerter’. The findings of the study match with that of Özdemiş and Rezvani (2010), that says native and non-native speakers of English give preference to two strategies; thanking and alerter.

The present study also promotes the view that Pakistani society use the expression of gratitude quite commonly while interacting with friends, in service encounters and family friends. This could be regarded as the speaker’s acknowledgement of indebtedness for the favors he/ she received from family members or friends.

### 5.2 Similarities and differences in the gratitude strategies used by Pakistani male and female students.

Some similarities and differences were found in the use of gratitude strategies by male and female participants. The strategy of ‘thanking’ was similarly used by both male and female participants. As

pointed by Al-khateeb (2009) that gender did not greatly affect the speech act of saying thanks to as a compliment reaction since both guys and females utilized consideration systems when the circumstance requires a man to be polite.

The strategy of ‘thanking’ was marked in all the situations. It is obvious from the data analysis that both male and female participants used expressions of thanking while receiving a favor. This infers that for the purpose of acknowledging thankfulness to the benefactor, the expression of thanking is always employed by Pakistanis.

The strategy of ‘appreciation’ was more preferred by female participants as compared to male. The current finding is aligned with that of Kashdan et al., (2009). They discovered that the responses given by men regarding appreciation were less familiar. Moreover, their responses were more discomfoting as contrasted with the Responses given by women. Moreover, Froh et al., (2009) expressed that the females experienced and communicated appreciation more than the male members of the society. The reason behind this result may be that females' articulations are more intricate. Mostly females feel delighted while they are chatting and utilizing language to build up individual connections, on the other hand guys saw language as a device for sending and accepting data.

Moreover, it is clear from the results of the t-test that no significant difference was found between certain gratitude strategies. These strategies are: recognition of imposition, apology, alerter, and others. This result is in line with the findings of Yoosefvand. A and Rasekh (2014) on the native speakers of Persian. The frequencies of strategies of ‘apology’ and ‘recognition of imposition’ was also found as insignificant by Al-Khawaldeh (2014) on Jordanian speakers.

Female participants also showed more preference for ‘repayment’ strategy. And significant difference was observed in the use of this strategy between male and female participants. This result is consistent with the findings of Yoosefvand and Rasekh (2014) on the native speakers of Persian.

Female participants showed more response towards the strategy of ‘positive feelings’ this result is consistent with the findings of Yoosefvand and Rasekh (2014) on the native speakers of Persian. However, there is no discernible difference in how this strategy is used by male and female participants. As pointed out by Carver, 2003 and Fredrickson, 1998, Dissimilarities in the experience and articulation of positive feelings may intensify the advantages for ladies as contrasted to men. Constructive feelings can rest easy, serve the capacity of widening individuals' mentalities and consider limited attentional assets to be diverted from unrewarding objectives to other wanted and more meaningful opportunities.

During data analysis some cases were also observed where the participants had used religious expressions, such as blessing and supplications (jazakALLAH). This particular notion can be regarded as a feeling of conveying strong gratitude and it also shows the speaker’s association with Islam (which is the religion of majority of people living in Pakistan) and its intervention in daily life conversations.

### ***5.3 Newly Utilized Gratitude Strategies***

Some newly utilized strategies were also observed during data analysis. Religious formulas were also noted as they were utilized by many respondents such as:

1: *Sir Allah ap ko is ka ajar day.*

2: *Jazaak Allah*

Some respondent also used English expression to show their gratitude. So, transfer from mother language to the second language was also witnessed.

3: *Thank you yaar.*

4: *Rehne do, its ok*

Typical Pakistani behavior was also seen when the students tried to blame others for their own mistake (responding to the last situation of DCT).

5: *Aap ka koi haal nahi, mujhe Allah ne haath diye hain, main utha sakti hon notes, bahar haal shukriya.*

Some gratitude avoiding techniques were also seen in some of the responses given by students. These techniques were mostly utilized in low distance situations.

6: *Jaldi chal class k liye late ho rahay hain.*

7: *Shukriya banta to nahi ha kyun k dosti main ye sub chalta ha.*

## 6. RECOMMENDATIONS

Considering the results of the current research, it is needed that certain beliefs and language norms of particular language should be taught to the students. So that they could respond appropriately according to the context. Furthermore, linguistic forms and stylistic strategies should be taught in order to enable the students to express the intentional meaning in different situations.

Only linguistic competence is not enough for learners but sociocultural competence should also be developed in order to establish the rules of politeness and frames of interaction in their minds.

The study leaves room for future researchers to conduct research on this topic in public and private institutes, so that more expressions of gratitude could be identified, which may be helpful in introducing new coding scheme for the expression of gratitude.

## Acknowledgments

None.

## Disclosure Statement

No potential conflict of interest was reported by the authors.

## Funding Source

The authors received No funding to conduct this study.

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